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ABSTRACT

This English translation of an annotated bibliography providing information about Yugoslavia educational resources and school systems contains ninety-seven book and article citations which appeared during 1972. Contents include the following topics and areas of educational interest; history, research, and the development of education; school reform; teacher education, and various levels of the schools and institutions. Curricula, audiovisual aids, motivation, physical education, educational problems, hostels, management, legislation, and educational statistics are also covered. The bibliography, one of a series prepared, translated, and published for the U. S. Office of Education, is topically arranged. Numbered entries are arranged alphabetically by author within the major topics. A related document is ED 067 322. (SJM)

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Translated by
ROGER COWAN

Prepared by
THE YUGOSLAV INSTITUTE FOR EDUCATIONAL RESEARCH
Draže Pavlovića 15,
Belgrade

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I. HISTORY OF EDUCATION

196. Đ. D.: Još jedna uspješna godina (Another Successful Year), *Školske novine*, Zagreb, 1972, No. 25, p. 7.

The classics gymnasium in Zagreb is not only the oldest gymnasium in Zagreb but the oldest in the entire country. It was founded 365 years ago, in 1607, in an era when Europe was in great fear of attack by the Turkish army. Throughout its existence this gymnasium has served as an example for other schools, not only because of the high achievement of its students but also because of the outstanding results of its leisure-time groups and sections in which about 80 percent of the school's students spend their free hours. In the past 4 years about 60 percent of the students graduated with excellent grades. In the 1967—1968 school year 97.2 percent of the students successfully completed the year: in the 1969—1970 school year this percentage was 98.25, and in 1970—1971 this percentage was 98.33. Of the 60 students who completed the fourth year in the 1970—1971 school year, 28 had excellent grades and 18 had very good grades — which means that 76 percent of this graduating class completed their secondary schooling with success.

197. LUKIĆ, Nada: Osvrt na prvi Srpski bukvar (Reflections on the First Serbian Primer), *Prosvetni pregled*, Beograd, 1972, No. 27, p. 8.

The article is written on the occasion of the 185th anniversary of the birth of the great reformer of Serbian culture — Vuk Karadžić — which is celebrated each year at his birthplace of Tršić. The first Serbian Primer was published in 1827 in Belgrade. It was written in the simplified alphabet developed by Vuk Karadžić, adhering to the rule "write as you speak and read as it is written". Vuk formed his new alphabet by discarding 18 letters from the existing alphabet (which was a mixture of Russian Orthodox and Yugoslav languages) and adding 6 new letters to make a total of 30 letters. The first Serbian Primer has 19 les-

sons. The first lesson gives all vowels and some consonants — a total of 14 letters. The second and third lessons give the remaining consonants. The fourth to the twelfth lessons are reading and pronunciation drills with various combinations and complicated words. The twelfth lesson contains shorter texts from selected folk sayings. The thirteenth lesson presents printed upper case letters. In further lessons Slovenian church letters and several practice drills in reading the old Slovenian alphabet are presented. The final three lessons contain, in order: the Lord's Prayer, numbers, and multiplication tables.

198. MATUŠEK, I.: 50-godišnjica češke osnovne škole "J. A. Komenski" u Daruvaru (The Fiftieth Anniversary of the Czechoslovak Elementary School "J. A. Komenski" in Daruvar), *Školske novine*, Zagreb, 1972, No. 31, p. 4.

The Czechoslovak elementary school "J. A. Komenski" in Daruvar celebrated its fiftieth anniversary on September 9 and 10. The cornerstone was uncovered on the building which housed the first school with teaching in the Czechoslovak language in Yugoslavia. On this occasion the opening of a new school building was also celebrated. Many prominent people attended these ceremonies in Daruvar — a town with a large Czechoslovak population. The school was designed to meet all requirements of modern teaching. It has six classrooms, three laboratories, a library, a reading room, a modern kitchen and dining room, a conference room and offices for the principal, an educationist and a secretary. A separate corridor connects it with the Czechoslovak Center in which there is a large auditorium and classrooms for the lower grades. In honor of the jubilee, "Jednota" Publishing House of Daruvar published a book "Padesát let české školy Komenskeho v Daruvaru " (The Fifty Years of the Czechoslovak School of Komenski in Daruvar).

199. SPASENOVIĆ, Kosta: Velika škola u Beogradu 1808. godine (The Secondary School in Belgrade, 1808), *Beogradsko školstvo*, Beograd, 1972, No. 44, p. 6.

Although elementary schools (manja škola) were founded in Karađorđe's Serbia during the time of the uprisings, the need for clerical personnel led to the founding of a secondary school (velika škola) in Belgrade for the training of these personnel. This school opened on September 1, 1808. The subject content was prepared by the teacher who also gave lectures in all subjects at first. Schooling was to take three years, during which time the following subjects were to be studied: Year 1 — general history, goegraphy, arithmetic, German; Year 2 — general history, geography, sta-

tistics, German, arithmetic; Year 3 — geographic and statistical history, German, statistics, civil law, state law, criminal trial procedures, moral teachings, church hymns and chants. Rifle training was received in all grades. Enrollment was limited to students who knew how to read, write and do arithmetic. Although a large number of student studied at the school, only 40 managed to complete the three-year program. All these became clerks in the Magistrate or held other responsible positions in the government. The school building is now one of the oldest buildings in Belgrade. Today it houses the Museum of Vuk Karadžić (who developed the Yugoslav phonetic alphabet) and Dositej Obradović (writer and educator of the 19th Century).

200. Tašić, Boža: Sto godina osnovne škole u Barajevu (The Centennial of the Elementary School in Barajevo), *Beogradsko školstvo*, Beograd, 1972, No. 42, p. 6.

The first elementary school in Barajevo was opened one hundred years ago in 1871. At first the school was housed in a small, low building with two rooms, which today is part of a church. The larger room served as a classrooom and could barely hold 20—30 students. The teacher lived in the smaller room. At the end of the 19th Century a new school building was built not far from the site of the present school. This building was used for more than 40 years. During its first 30 years the school operated under very difficult conditions: lack of space, irregular class attendance, great distance of students from the school, discipline problems and lack of a capable teacher. With the coming of qualified teachers the work of the school improved considerably, so that students had better achievement and the school building and grounds were better furnished.

II. EDUCATIONAL RESEARCH

201. ĐORĐEVIĆ, Jovan; Lj. KRNETA and N. POTKONJAK: Stanje neuspeha i ponavljanja u prvom razredu srednjih škola Beograda (Failing Marks and Grade Repetition in the First Year of Belgrade Secondary Schools), *Pedagogija*, Beograd, 1972, No. 2, pp. 243—282.

The article describes a study carried out on a sample-group of secondary schools to determine the extent, circumstances and conditions leading to failing marks and grade repetition by a large number of students in the first year of secondary schools. The sample was designed to analyze the characteristics of various types of schools in Belgrade (two

gymnasiums, two economics schools, two civil engineering schools, two machine schools and two medical schools were selected) and to cover those schools which have the highest number and the lowest number of grade repetitions. The analysis showed that in all schools, regardless of type, the greatest difficulties were uncovered in the teaching of mathematics. The percentage of repetition by years of secondary school in the schools sampled in the 1969—1970 school year ranged from 23 percent in the first year to 5 percent in the fourth year. The analysis also showed that the cause of student failure could primarily be linked to the school itself, to its organization and to the lack of assistance it extended to students who were having troubles with their studies. An analysis of the factors of student failure in the elementary schools revealed that socio-economic and family conditions had a great impact on learning and student success, while the causes of failure of students in the first year of secondary schools should mainly be sought in the schools and school institutions themselves, as well as in the relationship of the student towards his school obligations.

202. SIMIĆ, Milorad: Razvoj naučnoistraživačkog rada u SAP Vojvodini u periodu 1971—1975 (The Development of Scientific Research in the Autonomous Region of Vojvodina in the 1971—1975 Period), *Nauka o nauci*, Beograd, 1972, No. 25—26, p. 21.

The further development, strengthening and broadening of the material base of the economy and social activities, and their restructuring and elevation to a higher level along with a continual increase in efficiency, are targets which call for intensive scientific research and an accelerated introduction of technical progress as a fundamental factor of economic and social development in the coming period. This means that there must be a more intensive development of scientific research in the universities and scientific-research institutions, and a more rapid improvement of research in enterprises. According to the author, this will lead to closer ties between science and economy, which will have a great impact on the overall orientation of scientific research. To bring about these and other goals the research staffs of the universities, research institutions and enterprises must be expanded by at least 50 percent over present sizes. It is calculated that the number of researchers would thus jump to about 1300 by 1975; of these, 750 would be employed in the universities, 450 in the research institutions and about 100 in enterprises and other organizations. To make more efficient use of research findings, attention must be directed to the organization of scientific and technical documentation and information services.

III. DEVELOPMENT OF EDUCATION

203. DAVID, Andraš: Karakteristike i perspektive vaspitno-obrazovnog rada u Vojvodini (Characteristics and Perspectives of Educational Work in Vojvodina), *Pedagoška stvarnost*, Novi Sad, 1972, No. 6, pp. 297—307.

Education in Vojvodina, as an immanent segment of the Yugoslav educational system, is first of all characterized by the very-developed school network which has sprung from the rich traditions of the past. Since many nationalities live in Vojvodina, there are classes taught in four languages (Hungarian, Romanian, Slovak and Russian) in addition to Serbo-Croatian. Vojvodina's schools are characterized by another specific feature — personalized curricula. The curricula of the schools for other nationalities is legally required to include the teaching of the language, literature and history of the nationality concerned. Education in Vojvodina even allows for the optional study of these national languages at the elementary and secondary levels by students of Serbian and Croatian nationalities. Serbo-Croatian as a second language is a compulsory subject in the schools for other nationalities. Educational work in Vojvodina features a rich scale of educational activity in two languages (Serbo-Croatian and the language of the respective nationality).

204. KILIBARDA, Gojko M.: Vrednovanje rezultata rada škola (Evaluating Work Results of the Schools), *Prosvjetni rad*, Titograd, 1972, No. 6, p. 3.

Evaluating the work results of the schools is a very complicated and delicate process, but it is nevertheless necessary because it provides the basis for establishing the cost of education and it also serves to permanently fortify the advancement of the educational process. The article is about the evaluation procedures used and the experiences in Montenegro in this sphere. In Montenegro there are the Republican Institute for the Advancement of Education and six communal or regional educational institutes located in Bijelo Polje, Ivangrad, Nikšić, Pljevlje, Titograd and Cetinje. Their task is to assist the educational institutions in improving their activities, in programming their work and in evaluating the results. To more successfully carry out its functions the Educational Institute in Nikšić has compiled a questionnaire in which questions have been formulated on the basis of the Curricula and the Law on Elementary School. The questionnaire should enable the gathering of approximately comparable data on all schools and teachers. Data will be tabulated by a point system in which 75 percent of total points will refer to results achi-

eved in teaching and 25 percent of total points will relate to the organization of work in the schools. If necessary, a school will submit a written report indicating specific characteristics of the school. The first experiences with this form of work have indicated that the school principals have accepted the initiative of the Educational Institute in Nikšić.

205. Petodnevna radna nedelja u školi (The Five-Day School Week), *Porodica i dijete*, Sarajevo, 1972, No. 5, pp. 13—14.

To introduce the five-day school week in "Boriša Kovačević" Elementary School in Sarajevo it was necessary to commence preparations during the previous school-year. The first step was to make revisions in the curricula such as reducing the number of class-hours of practically all subjects in all grades, and even eliminating certain subjects in some grades. Course contents were also revised in the subjects of home-living, social studies, nature studies, polytechnical education, and to some extent in physical education and music. The class-schedule was planned so that no school-day would last longer than 5 hours. Remedial teaching was organized for Serbo-Croatian and mathemetics from grades 1 through 8, and for foreign language in the upper grades. It was also organized for one group in chemistry and physics. Extracurricular activities were organized on Saturdays. Corrections were also made in the teaching of classes. Teachers were told to rationalize as much as possible the teaching process using existing work methods; materials were planned with the assistance of expert work-groups. Efforts were made that students learn as much as possible in each class through the application of teaching methods such as group work. After six months of work it has been concluded that despite minor set-backs the experiment has brought good results. The main concern now is to obtain additional financing, if for no other reason than to motivate teachers with awards, because, in the end, it is their work upon which the entire experiment depends.

206. RAKOČEVIĆ, Miloje M.: Nekoliko korisnih seminara (Several Useful Seminars), *Prosvetni pregled*, Beograd, 1972, No. 26, p. 4.

At the end of June and the first half of July several seminars were held in Budva, among which were a seminar on research in teaching, a seminar on methodology of work in the schools for elementary adult education, one on innovation in educational technology and one on the economics of education. The organizers of these seminars were the Adult Education Society of Serbia and "Veselin

Masleša" People's University of Belgrade. Those attending the seminars were educational organizers, professional consultants and teachers employed in the centers for education of the people's and worker's universities or in independent adult education schools of all republics.

207. SIMIĆ, Stevan: Sve veće interesovanje za petodnevnu nastavnu nedelju (Ever-Greater Interest in the Five-Day School Week), *Beogradsko školstvo,* Beograd, 1972, No. 42, p. 9.

The five-day school week is gaining an ever-greater number of advocates. For the 1972—1973 school year a large number of schools have submitted requests to make the shift to this new organization of work. Twenty-three elementary and secondary schools in Belgrade began experimenting with this form of work at the beginning of the past school year, and they have now experienced their first positive results and difficulties. The results have shown that the work of the teachers has been harmonized with the somewhat reduced number of class days and hours per year as requested by professional work groups and individual teachers, and that the activation of the students, the application of modern teaching methods and work forms, the frequent objective testing of materials presented, etc. has contributed to reduce if not eliminate the overload in the curricula which has been a great hindrance to work.

208. Sve više učenika u produženom boravku (All the More Students in All-Day Care), *Školske novine,* Zagreb, 1972, No. 33, p. 6.

In the Karlovac commune, all-day care of students in the schools is gaining in significance. The Fund for Child Care has therefore decided to allocate funds so that an increasing number of students can attend all-day care. Thus, in furnishing "Ivo Lola Ribar" Elementary School, 150,000 dinars was invested so that 80 students may attend all-day care. In "Herta Turza" Elementary School 120 students will attend all-day care, while an investment of 80,000 dinars will be made in "Mile Mraović Simić" Elementary School so that 80 students may attend all-day care. Arrangements are being made so that this school year about 500 students may attend all-day care in Karlovac elementary schools.

209. TODORIĆ, Mirko: Slobodne aktivnosti tretirati kao nastavu (Extracurricular Activities Should be Treated as Instruction), *Školske novine,* Zagreb, 1972, No. 33, p. 5.

Extracurricular activities in Yugoslav schools are expected to help form the complete personality of students and to prepare them for self-management. However, even today,

these activities are sometimes treated as a completely insignificant component of school life. The time has come to give equal treatment to extracurricular activities. The author proposes that the teacher's schools train future teachers for work with extracurricular activities because these activities must receive equal treatment with regular teaching. To give these activities equal treatment, teachers must be qualified to organize and direct them.

IV. SCHOOL REFORM

210. ŠUKOVIĆ, Radivoje: Međurepublička saradnja — Bitna pretpostavka reforme srednjeg obrazovanja (Inter-republican Cooperation — A Prerequisite for the Reform of Secondary Education), *Prosvjetni rad* Titograd, 1972, No. 11—12, p. 5.

The first practical steps have been taken in regard to the Project on the Improvement and Reform of the System of Secondary Education in Montenegro. This analytical document, above all, seeks solutions which would eliminate controversies about the organization and program structure of the existing system of secondary education. It sets forth a very detailed new plan including a time schedule for its application. The Project also deals with questions of financing, staffing and other matters involved in the vast changes proposed. One of the prerequisites for carrying out the Project is inter-republican cooperation in all questions and matters which are common to all of Yugoslavia (textbooks, curricula, experimental results, etc.).

V. TEACHER TRAINING AND TEACHING STAFF

211. BOŽIČ, Branko: Pedagoška akademija, njena vloga in vzgojno izobraževalna praksa (The Teacher's Academy and its Role in Educational Practice), *Vzgoja in izobraževanje,* Ljubljana, 1972, No. 4, pp. 30—33.

The Teachers' Academy in Ljubljana provides, from its graduating students, the average number of new teachers required in the elementary schools of Slovenia (as class and subject teachers, teachers in preschool institutions, libraries and trade schools). Since its founding in 1965 up to and including 1971, 1193 students have graduated from twe Academy. Of these, 651 were regular students and 542 were part-time students. From the department of class teaching (for grades 1 through 4 of elementary school) 233 students have graduated, and from the department of subject teaching 960 students have gra-

duated. To facilitate their part-time studies program the Teachers' Academy has organized lectures and practice sessions in centers throughout Slovenia.

212. BUKVIĆ, Dušan: Perspektiva pedagoških akademija (Outlook of the Teachers' Academies), *Prosvetni pregled*, Beograd, 1972, No. 28, p. 13.

These are the first impressions and opinions about the situation in Titovo Užice following the completion of enrollment at the Teachers' Academy. According to the author there is cause for pesimism. In the June term only 43 applied for the 90 openings, but in the autumn term a much greater number applied so that 27 applicants had to be turned down. The candidates were mainly poorer students who almost completely lacked motivation for work in the lower grades of elementary school. It was apparent that the candidates were poorly informed about the school itself — the majority thought that they would become teachers after the fourth year. Only 20 expressed the desire to work with children in the lower grades, and some of these were not admitted. The past achievement of the candidates who were admitted was the following: excellent 5, very good 25, good 47, passing 41. Naturally, most of those with only passing grades were not admitted.

213. DOLENC, Mladen: Za nove profile udžbenika (For New Textbooks), *Školske novine*, Zagreb, 1972, No. 30, p. 3.

The Second Republican Seminar for Teachers of the English Language was held in Umag from June 26 to July 8. About 80 teachers attended the seminar to discuss questions on methods, phonetics, grammar and literature. The lectures — especially the lecture "On Translating" — were listened to with great interest. Mention of the new curriculum for foreign languages and of modern teaching materials was made at the seminar, and the great advantages of audio-visual aids over traditional textbooks were pointed out. Lively discussion likewise centered on the optimal number of students in a class. It was said to be especially important in the teaching of a foreign language that there be no more than 20 students in a class, so that proper attention can be given to each student. The seminar was so successful that the Institute for the Advancement of Elementary Education of Croatia plans to expand it into an actual summer school with an established teaching platform, because this has been deemed the best way to carry out the in-service training of foreign language teachers. These teachers are thereby given occasion to learn about the newest methods and linguistics achievements, and to present their own opinions about given questions.

214 DUGALIĆ, Milica: Kongres geografa Jugoslavije (Congress of Geographers of Yugoslavia), *Prosvetni pregled*, Beograd, 1972, No. 31, p. 5.

The Geographic Society of Bosnia-Hercegovina was the organizer of the 9th Congress of Geographers of Yugoslavia which was held in Sarajevo at the end of September. On the program were 69 scientific works authored by 69 experts from the fields of physical geography, geography of the population, settlements, cartography, regional geography and teaching of geography. The Congress lasted four days, and it was attended by participants from all republics and autonomous regions. Discussions were followed by field work and at the end of the Congress a resolution was passed. The contents of the presented papers and discussions and the field work results will serve as material for teaching in the schools or will be used in reports of other institutions which are involved with geography throughout Yugoslavia. All materials will be published in an Anthology of the Congress.

215. Đ. P.: Reorganizacija nastavničkih škola — jedan od ključnih problema u reformi obrazovanja (Reorganization of the Teachers' Schools — One of the Key Problems in the Reform of Education), *Školske novine*, Zagreb, 1972, No. 25, p. 1 and 4.

A meeting for elementary schools in Croatia was organized in Crikvenica at the beginning of May. The order of business on the agenda was the following: 1) Reform of the training of teachers for the elementary schools; 2) The draft-management agreement on the bases and measures for the distribution of income in the elementary schools and the associations for financing education of Croatia; 3) The Proposal for Changing the Statute of the Association of Elementary Schools. The reform of teacher training and the transition to the teachers' academies and university schools of education aroused great interest in participants at the meeting. In the papers presented and the discussion that followed, three questions were dominant: How should teachers be prepared for their job? How should they receive further education and in-service training? How should their social status be resolved?

216. GOJANOVIĆ, Čedo: Andragoški smisao podizanja na viši stepen obrazovanja direktora osnovnih škola (The Adult Education Component in Raising the Education of Elementary School Principals to a Higher Level), *Iskustva*, Sarajevo, 1972, No. 5, pp. 99—102.

The new Law on Elementary Education of Bosnia-Hercegovina decidedly stipulates that elementary school principals can only be ex-teachers with university or higher

school backgrounds. Those not fulfilling this requirement are given until August 31, 1974 at latest to receive the additional training needed. The author feels that even those principals who already have a university or higher school diploma, if they wish to be successful administrators, should raise their level of training even further. In modern society, scientific, technical and technological innovations appear faster than they can be followed. Today, applied mathematics, cybernetics and a whole range of new scientific achievements and subjects are seeking introduction in the schools at an ever-quickening pace. It is therefore imperative that school staffs, and especially their principals, carry on a program of continual study and education in order to keep in step with the accelerated rate at which science is now developing in the world. The quality of education must remain at the forefront. The situation in the institutions of elementary education is such that the legislator must obligate the further training of administrational staff. The problem cannot be solved by staff who emphasize experience. "Nothing scientific can evolve from experience, because all individual experiences are derived from uncontrolled and unknown conditions. For this reason they cannot be viewed as being accurate or not accurate".

217. M. M. R.: Seminari u Nišu i Leskovcu (Seminars in Niš and Leskovac), *Prosvetni pregled,* Beograd, 1972, No. 26, p. 4.

The Association of Education and the Institute for Elementary Education of Serbia, at the beginning of September of this year, organized seminars for elementary school teachers in Niš and Leskovac. The purpose of the seminars was to acquaint teachers with the latest developments in certain subjects and to inform them of modern educational concepts so that they might apply these in their daily teaching. Lecturers at the seminars were distinguished experts in the natural and social sciences, languages and the arts. The seminars lasted three days each, and each was attended by over 800 teachers. Participants were highly satisfied with the seminars which covered a wide range of topics and, in the natural sciences, even included demonstrations and experiments. The experiments were extremely beneficial because they illustrated natural laws and phenomena and were carried out in simple fashion. They were of special interest to teachers of schools in the less-developed regions which are not furnished with implements from the century of "modern technology, computers and cybernetics".

218. MANČIĆ, Miograd: Prvi koraci i brige Pedagoške akademije u Beogradu (First Steps and Worries of the Teachers' Academy in Belgrade), *Beogradsko školstvo*, Beograd, 1972, No. 42, p. 10.

The teachers' academy has an unusual status. It is regulated by both the Law on Secondary Schools and the Law on Higher Schools because of its double nature: the first four years are secondary school in character (division into grades, grading throughout the year, make-up exams, grade repetition), while the fifth and sixth years are of higher educational character (semesters, colloquiums, taking of examinations within a given time period). The most important question in the first phase of development of the Teachers' Academy of Belgrade was the question of finance. The funds from the Republican Association of Education for financing the basic activities of this school were insufficient. The Assembly of the City of Belgrade therefore had to provide additional funds. Besides educating regular students the Belgrade Teachers' Academy plans a broad program of part-time studies for active and unemployed teachers who wish to increase their education. This stems from society's obligation to provide further training for these teachers so that their education might be brought equal to those who are trained at the teachers' academies.

219. Strokovno izpopolnjevanje učiteljev in vzgojiteljev v letu 1972 (Professional In-Service Teacher Training in the Summer of 1972), *Vzgoja in izobraževanje*, Ljubljana, 1972, No. 3 (special supplement).

The Educational Institute of Slovenia issued this brochure containing the draft program for professional in-service teacher training in 1972. Included in the program are seminars which are required by the regulations on compulsory in-service teacher training in Slovenia. The program contents are: 1) Seminars for preschool institutions; 2) Seminars for elementary schools, a) for class and subject teachers, b) for teachers who work with students in all-day care services; c) for consultant service personnel, d) for workers in schools and institutions for handicapped; 3) Seminars for secondary school teachers. The organizer of all seminars is the Educational Institute of Slovenia.

220. Susret generacija (Meeting of Generations), *Prosvetni pregled*, Beograd, 1972, No. 26, p. 2.

Several hundred alumni, students and professors at "Sreten Adžić" Teachers' School in Svetozarevo gathered together on June 24 and 25 of this year at the School's Second Conference which is held on the occasion of Homecoming

Day. At the Conference the growth of the School into a Teachers' Academy was noted with satisfaction. A symposium was also held on the theme: "Modern Teaching in the New Socialist School". The first day of the Conference began with the distribution of simple gifts and expressions of gratitude to all living administrators and professors of the school. The symposium was then held and it was followed by a tour of cultural monuments in the vicinity. The Board of the Association of Alumni, Students and Professors of the Teachers' School — now the Teachers' Academy of Svetozarevo — expressed the desire that this Conference — held once every four years — becomes a traditional event.

VI. (1) PRESCHOOL EDUCATION

221. MILETIĆ, T.: Više prostora za predškolske ustanove (More Space for Preschool Institutions), *Školske novine*, Zagreb, 1972, No. 32, p. 7.

The Fund for Child Care of the Assembly of Opatija commune has budgeted most of its funds this year for the construction of preschool facilities, because the present kindergarten in Opatija with classes also in Ičići Volosko, Matulje and Lovran is not large enough to receive all children in the area. The kindergarten in Volosko is now being enlarged, and part of the space in the school in Brešac is being converted into a kindergarten at a cost of 1 million dinars not including equipment and teaching materials. Conversion of school space in Mošćenička Draga, Brgud and Ičići is also planned, an action which will double existing costs. These are just the first attempts to expand preschool space in the Opatija commune. Efforts to improve conditions for preschool children will continue. The responsible party for all this activity is the Association for Financing Elementary Education of the Opatija commune, and it has been of great assistance.

222. VIDOVIĆ, Krešimir; Ž. BARBARIĆ and V. AVDANOVIĆ: "Mala škola", njeni efekti na uspeh učenika I razreda osnovne škole (The "Kindergarten", Its Effects on the Success of Students in the First Grade of Elementary School), *Škola danas*, Mostar, 1972, No. 2, pp. 118—125.

Since the 1969—1970 school-year, Elementary School No. 10 in Mostar has been holding kindergarten (Mala škola) classes for children who are to enroll the coming year in the first grade of elementary school. In the first year 53 children attended the kindergarten, and the next year 74 attended. Work was divided into three groups, and classes

lasted from April 1 to June 1. The children came every other day for 3 hours and 30 minutes of classes. One class was held in the school gym or on the playgrounds, and it covered the teaching of elementary games. In the second class, fundamentals in arithmetic and the native language were taught. The third class was devoted to music, art and play with building blocks. Analysis has shown that student achievement in the first grade to a large part depends upon their being prepared to enter school.

VI. (2) ELEMENTARY EDUCATION

223. ANDRAKA, A.: Dogovor u borbi protiv neuspeha (Consensus in the Battle against Failure), *Školske novine*, Zagreb, 1972, No. 23, p. 14.

The Regional Institute for the Advancement of Elementary Education of Rijeka, in cooperation with the Yugoslav Institute for Educational Research of Belgrade, organized a three-day symposium on the theme: "The Possibility of Having Elementary Schools without Grade Repetition". The Symposium was held in Rapac and was attended by 162 educational workers from 121 of the total 128 central elementary schools in the Rijeka area. Four introductory papers and 9 reports were submitted. Since participants received the materials in advance, they were able to prepare questions (a total of 120 questions were prepared) on the contents presented at the symposium. Answers to these questions were given by the director of the Yugoslav Institute, Dr. Franković, and by 3 school psychologists. The focus of the symposium was on analyzing schools to determine the cause of the relatively high occurrence of grade repetition, and to discover why there is such a great difference in achievement among individual schools. Four factors were shown to have an essential bearing on the problem of grade repetition: the teacher, the student, the curriculum and the system of advancement. All of these factors were considered in detail both in the papers and in the discussion, and a series of proposals were made on how to create schools without grade repetition.

224. KREVELJ, Vladimir: Bratimljenje osnovnih škola "Matija Gubec" (Fraternization of "Matija Gubec" Elementary Schools), *Školske novine*, Zagreb, 1972, No. 31, p. 7.

The preparations to celebrate the 400 anniversary of the peasant revolt (which was 1573), under the leadership of Matija Gubec have been joined by the elementary schools bearing the name of this great man from the Croatian past.

The program for [illegible] celebrations was adopted at a meeting of representatives of these schools. Participation has so far been confirmed by 9 schools of Croatia and Serbia. Joint publication of a school newspaper edition commemorating the anniversary is planned. Each year — beginning in 1973 — one of the schools will host a fraternal meeting of all 9 schools. The first meeting will be held in Gornja Stubica. At the meetings there will be reviews of the cultural, artistic and sports achievements of the students of the "Matija Gubec" schools. Common field-trips and cooperation on the educational plane will become the foundation of the brotherhood among students of various regions of Croatia and Serbia. This year, in all "Matija Gubec" elementary schools, a fund is being established to assist excellent students from low income families in the villages. All schools bearing the name Matija Gubec will receive a plaque or bust of this great man as a symbol of heroism and the struggle for freedom, and as a monument to the fraternal spirit of the "Matija Gubec" elementary schools.

225. MRKALJ, Pero: Počela izgradnja nove škole (Construction of a New School has Begun), *Školske novine,* Zagreb, 1972, No. 30, p. 6.

In the Vrginmost commune construction has begun on a modern school which will have 14 classrooms and all related rooms and facilities. The planned cost of the school is 8.5 million dinars. The first stage in the construction of the school will be completed by May 15 of next year, and final touches will be put on the project by May 15, 1974. Funds for building the school are being provided by: the Association for Financing Elementary Education through the Republican Association; the Assembly of the Vrginmost commune; local citizens and the students themselves. Various schools from throughout the country have also made donations so that the students of this economically backward commune might have their own school building. Even the teachers have made large contributions from their own salaries. This example shows the solidarity of all when a worthy project — in this case a school building — is in question.

226. POTKONJAK, Dr. Nikola: *Vrednovanje rada osnovnih škola* (Evaluating the Work of the Elementary Schools), Beograd, Jugoslovenski zavod za proučavanje školskih i prosvetnih pitanja, 1972, 147 p.

This treatise covers the following fundamental questions regarding the evaluation of the schools: 1) The goals, tasks and significance of evaluation, with an answer to the

question: Why should the work of the schools and teachers be evaluated? 2) The subject-matter and content covered in evaluation — an answer to the question: What educational work should be evaluated? 3) The methodology for evaluation — answering the question: How should the evaluation be carried out? 4) Who can and should carry out the evaluation of teachers and schools, and when should this be done? The author cautions that an effort must be made to attain a system of evaluation which would be all-encompassing. Processes and results in all aspects of the educational, public and cultural activities of the schools, and the conditions in which these activities are carried out must be covered by the evaluation. The work of all other experts who work in the elementary schools should be included along with the work of the teachers in the evaluation. It is necessary to continually seek improved or new procedures and instruments for evaluating the educational work of the elementary schools. Educational science and other relevant sciences should play a significant role in solving methodological questions of evaluation. The ranking and categorization of schools and individuals should also be an important and essential part of the evaluative process. Systems used in several Yugoslav republic to evaluate work of the elementary schools are listed at the end of the treatise.

227. ŠPANJOL, Nada: Mladi geografi i meteorolozi (Young Geographers and Meteorologists), *Život i škola*, Osijek, 1972, No. 5—6, p. 228.

"Zlata Dupko" Elementary School of Nova Kapela (Croatia) has formed a club for young geographers and meteorologists. The work of this club is based on educational principles. The club is for students of the sixth, seventh and eighth grades, and it now has fifty members. It has been shown that work in groups encourages students to achieve better results in geography. The club meets twice a week, and during meetings the work of groups formed within the club is analyzed. Group work develops unity and the abilities of positive criticism and self-criticism. It develops work discipline, friendships, individual responsibility and a sense for systematic and knowledgeable geographic study and thought.

228. VOJVODIĆ, Ljiljana: Škola u prirodi (School in Nature), *Školske novine*, Zagreb, 1972, No. 34, p. 7.

The Institute for the Advancement of Elementary Education of Osijek has successfully carried out its activity under the theme "School in Nature". Students of the third

and fourth grades of elementary school spent a week at "Merkur", a children's camp in Slavonska Orahovica. They were previously told the reasons for the trip, and they gathered photographs and other information about Slavonska Orahovica. Teaching began at the very beginning of the trip, so that students had a chance to observe the gradual changes in soil and contour of the land. During their stay the students walked around forests, vineyards and fields and gathered plants and herbs. They also visited the local museum and historical monuments in the area. After each outing the students made paintings and wrote about what they had seen and the material they had gathered. The Institute for the Advancement of Elementary Education of Osijek plans to continue this activity because it has proven to be very beneficial. Besides giving students an opportunity for physical recreation they have the chance to change their environment, increase their knowledge and gain new experiences.

VI. (3) SECONDARY EDUCATION

229. B.D.: Odgovorna uloga u proturječnim uvjetima (A Responsible Role under Contradictory Conditions), *Školske novine*, Zagreb, 1972, No. 22, p. 3.

The Annual Assembly of the Conference of the Associations of Secondary Education Institutions of Croatia was held in Opatija on May 15 of this year. Among items considered were a report reviewing the work of the Conference and a report on the financial situation. Certain changes were also made in the Statute of the Conference. In the report reviewing the past two years of work and evaluating future tasks (given by the president of the Conference), the role of the Conference was defined. Its functions were said to be: "to unify and harmonize the work of the associations of secondary schools and to promote their cooperation so that they might make a common approach to all public and state organs and organizations". In the report and in the following discussion, the principal task of the Conference was singled out as being work on consistently applying the Law on Secondary Education. This stance is entirely justified if it is kept in mind that there are now 165,000 students from the 15—19 age group in the secondary schools of Croatia, which means that over 50 percent of the under-19 age-group are attended secondary schools. If the 50,000 adults that are involved in

various secondary-level programs are included, then this raises the number of recipients of secondary education to the imposing figure of 215,000. Of the total number in secondary schools, 73.6 percent are attending one of the various types of vocational schools, and 26.4 precent are in gymnasiums. The existing secondary school network enables 37,000 students per year to complete schooling at the secondary level, of which 27,000 then find employment and 10,000 continue schooling.

230. NEDELJKOVIĆ, Č.: Ekonomske škole ispunile plan, a škole za KV radnike nisu (The Economics Schools Fulfilled the Plan, while the Schools for Skilled Workers Did Not), *Beogradsko školstvo*, Beograd, 1972, No. 42, p. 3.

After all closing date for enrollment in the first year of Belgrade secondary schools had been reached it was found that two thousand fewer students had enrolled than was planned. The data should be of interest to those who are responsible for planning the school network. The schools for skilled workers enrolled 1322 students fewer than was planned. The technical schools did not fill all available places either; they enrolled 570 students fewer than last year. The gymnasiums, taken as a whole, did not fulfill planned enrollment. On the other hand, the economics schools were filled to capacity as early as June, although those graduating from these schools have great difficulty in finding employment.

231. Osnovan tehnički školski centar (Technical School Center Founded), *Školske novine*, Zagreb, 1972, No. 33, p. 6.

At the beginning of the 1972—1973 school year in Pula the Shipbuilding School Center and "Vlado Božac" Technical School was merged under the name of the Technical School Center. The Center has 1400 students. Operating within the Center will be: a general secondary school, a technical school, schools for skilled and highly skilled workers, and departments for metalworkers, shipbuilders, electricians and civil engineers. In the general secondary school and the department for metalworkers, classes have been formed in which teaching is in the Italian language. This improves educational opportunities of students of Italian nationality. This integration of secondary shools in Pula was carried out in order to make more rational use of classrooms, equipment and teaching staff so that funds might be released for the construction of a modern workshop for practical teaching.

VI (3a) GYMNASIUM

232. GAL-CRNEK, Vera: Suvremena nastava — izuzetni rezultati (Modern Teaching — Outstanding Results), *Školske novine*, Zagreb, 1972, No. 23, p. 12.

The article is about the 15th Zagreb Gymnasium, commonly known as the Mathematics Gymnasium. This gymnasium is the only one of its type in Croatia, and all students who have excellent or very good marks and have completed an eight-year elementary school are eligible for enrollment. Since there is no entrance examination, priority is given to those students who have successfully conmpeted in mathematics and physics contests. This year the student body numbers 400. Average grades at this school are 3.90 out of a possible 5, and there is no subject in which the average grade is less than 3.5. This remarkable achievement is not only the result of outstanding efforts by the teaching staff; it is also due to the special, favorable teaching conditions. The number of students per class ranges between 28 and 30 so that the teachers have time for individual work with students. In each grade the average number of hours spent per week in teaching mathematics is 7 and in teaching physics, 4. In this school the study of four major foreign languages — English, German, Russian and French — is possible. Students are required to learn any two of these languages.

233. PETROVIĆ, B.: Savremena nastava — zajednički cilj (Modern Teaching — A Common Goal), *Prosvetni pregled*, Beograd, 1972, No. 30, p. 4.

A meeting for principals of Belgrade and Zagreb gymnasiums was held in Belgrade at the end of September of this year. During the meeting, which lasted several days, the guests from Zagreb were acquainted with the work methods of several Belgrade gymnasiums and the gymnasiums in Kladovo, Požarevac, Veliko Gradište, Donji Milanovac, Negotin, Bor and Paraćin. On September 27, the final day of the meeting, the further development and future of the gymnasiums was discussed. A representative of the Institute for Vocational Education of Croatia spoke in detail about the measures taken to modernize the teaching process in the gymnasium. The opinion was expressed that the future gymnasium should provide students with a form for closing out their education. The President of the Association of Gymnasiums of Croatia proposed that in the second semester a joint meeting of gymnasium principals of all republics be held. The meeting should be held as soon as possible because modern teaching is the common goal of

the gymnasiums of all republics. The representatives of the Educational Institute of Belgrade and the republican Secretary of Education stated that this form of cooperation between principals of Belgrade and Zagreb gymnasiums was very worthwhile.

VI (3b) VOCATIONAL SCHOOLS

234. BIORAC, Dragan: Osnovan Tehnički školski centar "Voja Radić" ("Voja Radić"' Technical School Center Founded), *Prosvetni pregled*, Beograd, 1972, No. 29, p. 2.

The founding of the single, integral "Voja Radić" Technical School Center in Kragujevac out of four vocational schools with 4400 students and 235 teachers was seen as a necessary step in keeping up with the development of education on a self-management basis, scientific and technological achievements, and the demands of the economy for properly trained personnel. Increasing automatization and modern plants have made it necessary to adapt the educational process and add an everlarger variety of educational forms. The newly-established institution completely fulfills conditions for education on-the-job and selective education, enables advanced training in trades (or functional education) without giving separate qualifications, and provides special forms of education for adults. Classes for programmers are to be formed, and a coordination commission composed of an educationist, a psychologist, an engineer and an economist has already been set up. The Center has a special social importance because it provides creative-minded individuals primarily for the needs of "Crvena zastava" and other enterprises. The Center has 155 machines for use in practical training. The formation of this Center has eliminated this year's problem of enrolling students graduating from elementary schools in the Kragujevac area. In first year courses 1326 students enrolled, and this will soon practically eliminate personnel deficits in certain trades. The raises in salaries for educational workers at the Center, the new laboratory for foreign language learning, and the construction of laboratories for testing resistances of materials indicate the thoroughness of planning which went into the founding of this new educational institution. At the Center there is a library with 21,000 books. Talks are now being concluded on the founding of a university-level industrial school in Kragujevac. Teachers will make use of theory and practical experiences of technical organization in Yugoslavia and abroad, and the latest achievements in educational and adult educational science, so proper training of youth and adults can be expected.

235. ĐURIĆ, Đ.: Korak do suvremenog školskog centra (A Step towards a Modern School Center), *Školske novine*, Zagreb, 1972. No. 30, p. 5.

The school for skilled and highly skilled workers of various trades in Varaždin will soon open new school workshops which will cover an area of 600 m² and will be furnished with modern equipment. About 1.6 million dinars has been invested in the construction of the workshops, half a million dinars of which was raised by the students and teachers themselves. The new workshops will provide an opportunity for students of various trades to receive practical training, and in this way the school will be able to provide the economy with even better trained personnel. The school for skilled and highly skilled workers in Varaždin educates mentally-retarded workers and children. Varaždin has an elementary school for mentally retarded children, and the question was posed as to how to enable students graduating from this educational institution to continue their schooling. At present the school in Varaždin has four classes for mentally retarded children and there is one class in Čakovac. The school for skilled and highly skilled workers in Varaždin operates under complex conditions and trains its students for a large number of trades. It educates adults and schools mentally-retarded children. It has found its place as a social, educational and cultural institution in its region.

236. MLIVONČIĆ, Ivica: Bliže potrebama (Closer to the Needs), *Školske novine*, Zagreb, 1972, No. 31, p. 8.

The School Center for Decorative Art and Industrial Design was founded in Split at the beginning of the 1971—1972 school year. In this way the former School for the Applied Arts grew into a school center and was adapted to the needs of its environment. The School for the Applied Arts had been modeled after its counterparts in Western Europe, especially in Italy (its name was derived from the Italian "scuola d'arte aplicate"). During the 25 years of its development the School for the Applied Arts in Split endeavored to adapt in the best way possible to the needs of the economy and society. Many of its former students are distinguished artists famous not only in Yugoslavia but throughout the world. The new School Center trains personnel for the following trades: signwriting, arranging, photography, zinc plating, footwear design, retouching, typesetting, lithography, etc. The School Center is comprised of three educational units: a general secondary school with an art specialization; a school for art techniques; a school for design. The school for design admits students who have

completed a general secondary school with an art specialization or a similar school. The school has the following concentrations: industrial design; applied graphics; applied arts and decorative plastics.

237. MLIVONČIĆ, Ivica: Tijesna suradnja s privredom (Close Cooperation with the Economy), *Školske novine*, Zagreb, 1972, No. 31, p. 8.

"Mirko Dumić" School with practical training of Split has grown into the "Mirko Dumić" Shipbuilding School Center. It comprises three educational units: a general secondary school with a specialization in shipbuilding metalwork; a school for skilled workers; a school for technicians, technologists and technical construction workers. Along with the school workshops in the Center the plants and workshops of "Split" Shipyard and Diesel Motor Factory are also available to the Center. Various courses and a night school for skilled and highly-skilled workers and technicians have also been organized. The vast possibilities for educating and training personnel are to a large part the result of the close cooperation with the Shipyard which continues to develop and expand. In the coming school year the entire shipbuilding department of the Secondary Maritime School in Split will also become part of the Center.

238. Prva srednja škola za kozmetičare (First Secondary School for Beauticians), *Čovek i zanimanje*, Beograd, 1972, No. 6, p. 27.

In the Zemun nursing school a department for the instruction of beauticians was opened because it is becoming increasingly difficult for nurses to find jobs. This is the first department for the complete professional training of beauticians. In the past they could only receive training in shorter courses or as part of schooling at the schools for skilled workers. Since, at least for the present, this is the only department of its type in the country, i.e. for the first time the training of beauticians has been placed at the secondary school level, it was necessary to establish legal regulations and arrange financing.

239. SREĆKOVIĆ, P.: Nove radionice za praktičnu nastavu (New Workshops for Practical Training), *Beogradsko školstvo*, Beograd, 1972, No. 44, p. 2.

In its effort to modernize teaching, the teaching staff of the School for Skilled Workers in Obrenovac came upon a solution to the problem of space for practical training. With assistance from the Belgrade Association of Education, the Communal Assembly of Obrenovac and the teaching staff, the school hired skilled personnel for teaching metal-

working and commerce, and then added workshops furnished with lathes, tools and other practical training materials to the school building.

VI (4) HIGHER EDUCATION

240. DAMJANOVSKI, Stojan: Industrijsko-pedagoški fakultet (A School of Industrial Education), *Studentski zbor*, Skoplje, 1972, No. 22, p. 9.

The School of Industrial Education in Bitolj opened for work of the first time on November 1 of this year. The School has the following departments: 1) A department of industrial education (4 years); 2) a mechanical engineering department with the following specializations: a) mechanical engineering — plant technology specialization, b) mechanical engineering — construction specialization; 3) an electrical engineering department for high and low voltage (4 years); 4) a department of polytechnical education (4 years); 5) a department of scientific work organization and cybernetics; 6) a department of combined studies.

241. MLIVONČIĆ, Ivica: U Splitu otvoren Mornarički školski centar (Navy School Center Opened in Split), *Školske novine*, Zagreb, 1972, No. 31, p. 1.

As part of celebrations of the 30th anniversary of the Yugoslav Navy, a Navy School Center was opened in Split. The ceremonies were attended by many distinguished personalities. The opening of the Navy School Center is another step towards the establishment of a university in Split. The Center will not only undertake the training of Navy officers, it will also be the site of scientific research. Furthermore, the exceptionally well-furnished laboratories of this supermodern university-level institution will be available to the other educational institutions in the city. In the School Center there are several structures interconnected by underground corridors to facilitate movement. The opening of the Center aroused great interest in the youths of the Split vicinity, so a much greater number of Navy officer candidates is expected in the future.

242. Postdiplomsko obrazovanje, usavršavanje i specijalizacija diplomiranih inženjera i tehničara i radna organizacija (Postgraduate Study, Advanced Training and Specialization of Graduate Engineers and Technicians and Work Organisation), *Nauka o nauci*, Beograd, 1972, No. 25—26, p. 23.

The Union of Engineers and Technicians of Serbia and the Society of Mechanics of Serbia organized a symposium which was held last May 3 and 4. The theme of the sym-

posium was: Postgraduate Study, Advanced Training and Specialization of Graduate Engineers and Technicians. The symposium was attended by general managers, managers of research and development, and directors of personnel services of various enterprises; representatives of educational institutions, and representatives of corresponding administrative bodies. The purpose of the symposium was: to contribute to the development of a system of postgraduate study and advanced training of engineers and technicians; to analyze past cooperation and plot future cooperation in this field; to point out the specific features of postgraduate study, especially in the domain of technical sciences. In the materials used at the symposium it was pointed out that along with the monumental discoveries which are characteristic of our times — the so-called era of the scientific and technical revolution — the belief is becoming prevalent that the growth in the amount of scientific, professional and other information goes hand-in-hand with permanent education as the most significant determinant of the scientific and technological revolution and of modern development.

243. Preventivna zaštita studenata (Preventive Protection for Students), *Bilten Univerziteta u Beogradu,* Beograd, 1972. No. 23, pp. 20—23.

Belgrade University, together with the Belgrade Student Union, the Health Service of the Association of Students of Belgrade University, and the Institute for the Health Protection of Students, has carried out a study which has established that the preventive protection of student health is not up to minimal standards because of lack of funds. To secure the necessary funds to expand the preventive protection of students through a complex program of hygienic and epidemiologic measures, additional food for TBC convalescents, systematic examinations of newly-enrolled students, and recuperation and recreation at recovery and vacation centers, the University arranged a number of meetings with representatives of the Republican Secretariat for Health and Social Insurance, the Communal Agency for Social Insurance of Belgrade, the Institute for the Health Protection of Students and the Belgrade Student Union, at which the problem of financing the preventive protection of student health was discussed. On the basis of discussion a request for increased funding was drawn up and a statement was prepared asking the Republican Secretariat for Social Insurance to develop a program for preventive protection and recreation of students which accords with the needs and realities of the problem.

244. Prva sednica Komisije za naučni rad Zajednice univerziteta (First Session of the Commission for Scientific Work of the Association of Universities), *Bilten Univerziteta u Beogradu*, Beograd, 1972, No. 23, pp. 25—26.

The first session of the Commission for Scientific Work of the Association of Universities was held in Zagreb on March 15, 1972. At the meeting the Commission adopted the following plan of action: 1) It will promote the exchange of information on lectures and teaching staff at all universities in the country; 2) Commission members will participate in some lectures at the seminar "The University Today" in Dubrovnik; 3) The possibility of organizing a seminar "Scientific Work in the University" will be considered; 4) The Commission will promote the intensive exchange of information through the journal "Univerzitet danas"; 5) The Commission will compile a register of computers at university centers, a list of university libraries with addresses, and a list of University-run scientific institutes; 6) The Commission will continue to develop various aspects of its work in the past.

245. S. U.: Postdiplomski studij fizike (Postgraduate Studies in Physics), *Vzgoja in izobraževanje*, Ljubljana, 1972, No. 5, p. 73.

The University of Ljubljana is introducing a new concentration in its postgraduate studies program for physics — a concentration in education. In this way all secondary school teachers will have the opportunity to undertake postgraduate studies leading to the Master's and Doctor's degrees. The program is designed for candidates who are capable of solving problems relating to the modern teaching of physics. The curriculum provides for lectures and exercises in the following areas: classical physics, the physics of particles and substances, the development of physics, methods for teaching physics, higher physics; electives from pedagogics and didactics, methodology in educational research.

246. Sastanak prorektora za nastavu univerziteta u SR Srbiji (A Meeting of Vice-Rectors of the Universities in Serbia), *Bilten Univerziteta u Beogradu*, 1972, No. 23, pp. 12—14.

The Vice-rectors of the universities of Belgrade, Novi Sad, Niš and Priština met in Novi Sad on April 4, 1972 to discuss the forthcoming enrollment of students for the 1972—1973 school-year. The meeting led to the following conclusions: 1) Statistics on enrollment trends of students in the first year of the universities over the past several years show that the situation in regard to space, staff and financing does not allow the universities to open their doors to all interested students. 2) Three alternatives would be used to

select entering students: a) marks in secondary schools; b) marks in secondary school plus scores on the entrance examination; c) scores on the entrance examination. The third alternative was not judged to be suitable because it neglected achievement in secondary school. 3) The various schools of all universities were encouraged to get in touch with their counterpart schools to standardize a system for enrolling students. 4) Support was given to the proposal that each university publish a standard information bulletin which would contain information on the curricula and related programs of all schools so that students might more easily select their future course of study.

247. V. K.: Za riječko sveučilište (For a University in Rijeka), *Školske novine*, Zagreb, 1972, No. 22, p. 12.

The University Committeee of the Communist Party of Croatia in Rijeka has issued an invitation to the staffs and students of all university-level educational instutitions situated in Rijeka, and to representatives of commerce and public service organizations, to participate in discussion on the need to establish a university center in Rijeka. The achievements of the existing university-level educational institutions in Rijeka (the Schools of Economics, Mechanical Engineering and Medicine and the Industrial Education School) which have been operating for 10 years during which time 80,00 students have graduated, are the best proof of the potential economic benefit to the city and the entire Istrian coastal area. Working in university-level institutions in Rijeka today are 27 doctors of various sciences, and it is expected that this number will jump to 83 within the near future, providing a solid foundation for the successful independent functioning of a university. The founding of a university center in Rijeka would not signify a complete separation from Zagreb University, which would be expected to supply assistance in organizing teaching and to participate in the exchange of experts. The request for a university schould viewed as the desire to help accelarate economic development in the region.

248. Viša ekonomska škola: *Studije primenjene kibernetike* (Studies in the Application of Cybernetics), Beograd, Viša ekonomska škola, 1972, p. 56.

Schooling at the Higher School of Economics of Belgrade takes two years to complete and represents the first level in the system of higher education. Under certain conditions, students graduating from the Higher School of Economics can continue their education at a university school of economics. The Higher School of Economics of Belgrade has five departments: 1) The Department of Commercial Trans-

actions; 2) The Department of Foreign Trade; 3) The Department of Tourism and Catering; 4) The Department of Finance and Accounting; 5) The Department of Cybernetics Application. The Department of Cybernetics Application was opened in the 1972—1973 school year. Its purpose is to give higher-level training to personnel in the recording and analysis of business techniques organization, planning and technological developments, procedures for automatic data processing, and business information indicators. This brochure contains the curriculum and syllabus of the Department of Cybernetics Application.

VI (5) ADULT EDUCATION

249. Dejavnosti dopisne delavske univerze (Activities of the Correspondence Night School), *Dopisnik*, Ljubljana, 1972, No. 4, p. 3.

The Correspondence Night School of Ljubljana has organized functional educational programs for the 1972—1973 school year. The programs are divided into schools and courses. Complete school programs offered are: elementary school; secondary economics school; secondary technical school; machine school; electro-technical school; school for wood- and chemistry-related trades; machine-operator's school; school for metals-related trades; business school. Courses offered are: courses in German, Italian, elementary technical drawing, warehousing, work-safety, and courses for controlers and foremen in the metals trade. In the years since the founding of this night school some forms of education have been added and others have been dropped. Up to the year 1972 total enrollment at this school reached ten thousand. By August 1, 1972, elementary school had been completed by 2137 students, while 3993 students had successfully taken the final examination for a secondary vocational school. The numbers completing the various schools are the following: secondary economics school — 2569; technical schools — 367; machine operator's school — 30; school for metals trades — 90; business school — 937.

250. KOVAČIĆ, Aleksandar: Organizacija i zadaci samostalne i zajedničke stručno-andragoške službe članica Zajednice narodnih i radničkih sveučilišta SR Hrvatske (The Organization and Goals of the Independent and Common Professional Adult-Education Services of the Members of the Association of People's and Workers' Night Schools of Croatia), *Andragogija*, Zagreb, 1972, No. 2, pp. 85—94.

The author begins by describing the tasks assigned to the Adult-Education Center of the Association of People's and Workers' Night Schools of Croatia by the Association's Presidency. He states that each educational institution is required to organize a service promoting educational work.

This service should have the following duties: involvement in drawing up curricula; work on the operative programming of teaching; work on improving teaching techniques; observation of student improvement; work on methodology; statistical documentation. Each of these duties is described in detail in the article. The author then discusses the services which already exist in the Adult-Education Center. These services are: The Central Service for Adult-Education Information and Documentation including a library; a School for Adult Education Staff; specialization courses; all forms at the first and second stages of compulsory professional in-service training; a department for research study and program analysis of the activities of the Adult Education Center. Each of these services is also described in detail in the article.

251. MACURA, Petar: 15 godina rada Centra za obrazovanje, kulturu i informacije Knin (15 Years of Work of the Center for Education, Culture and Information in the Town of Knin), *Andragogija*, Zagreb, 1972, No. 3, pp. 114—119.

This Center has accomplished much in the relatively short period of 15 years. During its first years (1957—1959), its work was limited almost exclusively to vocational education courses for workers, producers and managers. However, in the 1960—61 school-year, an economics night school was opened which had an enrollment of 190. Various other courses, such as a course in business management, a course in typing, courses in sewing, foreign language, and a correspondence course in administration, etc., were added in the 1961—62 school-year. In the 1968—69 school-year a School of Administration with an enrollment of 60 and a Higher Economics School were opened. There was a record enrollment in the 1970—71 school-year. A course for chauffeurs and a driver-training school with 230 enrolled were added. Along with its educational programs, the Center has been very active in the field of information. In 1969 the first steps were taken to expand its radio station which had been in existence since 1962, but which had broadcast programs only on holidays. Programs are now broadcast twice a week. Programs which were strictly popular-music-oriented at the beginning are now becoming increasingly information-oriented.

252. O obrazovanju u funkciji samoupravljanja (On Education as a Function of Self-Management), *Prosvjetni rad*, Titograd, 1972, No. 11—12, p. 15.

At the proposal of the Board of Education, the Educational-Cultural Council of the Federal Assembly, at its 26th Session (of May 15, 1972), discussed the report of the Fede-

ration of Adult Education Societies of Yugoslavia "Socio--Political Education as a Function of Self-Management". It was deemed that the report brought out all significant problems relating to the socio-political education of adults, and that it correctly pointed out the ways to further develop this especially-important educational activity. New proposals and suggestions for solving the numerous problems in this area were also given. At its session the Educational-Cultural Council passed a corresponding resolution.

253. *Obrazovanje i kultura radničke klase* (Edication and Culture of the Working Class), Beograd, Republički sekretarijat za informacije i Veće Saveza sindikata Srbije, 1972, 477 p.

The Third Conference of the Federation of Trade Unions of Serbia was held in Bor on June 1 and 2, 1972. Discussion at the Conference dealt with the educational and cultural needs of workers and the tasks of the trade unions. This brochure contains the materials presented at the Conference including the introductory paper "The Educational and Cultural Needs of Workers and the Tasks of the Trade Unions", the reports, and excerpts of discussion by participants. The brochure also contains the Program of Action of the Trade Unions of Serbia for the Elementary Education of the Employed; the Program of Action of the Trade Unions of Serbia for the Vocational Education of the Employed; an outline of activities to 1975 for the Commission of Education and Culture of the Federation of Trade Unions of Serbia, and basic directions of trade union activity in the development of the educational and cultural life of the worker. Another section of the brochure deals with questions about the education and culture of workers in given work organizations.

254. POPOVIĆ, Milenko: Obrazovanje radnika uz rad (On-the-Job Training of Workers), *Prosvjetni rad*, Titograd, 1972, No. 11—12, p. 13.

The dynamic development of all social activities together with the rapid development of science and the ever-broader application of cybernetics is making higher levels of education and permanent advanced training mandatory. There are a number of institutions which have been delegated this task. Nevertheless, on-the-job training which is carried out through regular educational institutions (schools for vocational training of adults, special classes for adults in regular schools) or through the workers' and people's universities where classes are organized in preparation for the corresponding examinations within a given time period merits special attention. On the basis of long years of experience in organizing teaching in connection with the ge-

neral and vocational on-the-job training of workers, the author suggests: that the requirement to pass eighth-grade elementary school level examinations in Serbo-Croatian and mathematics be eliminated for those who wish to receive vocational training and who have completed only four years of elementary school; that such candidates be required to previously complete a school of elementary adult education.

255. TRNAVAC, Nedeljko: Jedan uspeo pokušaj otkrivanja i evidentiranja nepismenih među odraslima i upoznavanja njihovih osnovnih karakteristika (A Successful Attempt to Discover and Keep Records on Adult Illiterates and Familiarization with Their Basic Characteristics), *Andragogija*, Zagreb, 1972, No. 3, pp. 108—114.

The author first attempts to point out methodological problems in discovering and keeping records on adult illiterates, who are quite numerous in the vicinity of urban settlements. He feels that the procedures used are the major determinant of the success of any literacy campaign. The first step of this social action by the Teachers' School of Titovo Užice was to get a general picture of who the illiterates were and where they were located. Additional data on the illiterates was also sought (number of illiterates in the family, financial state, reasons for not attending or dropping out of school, etc.). To make best use of information a special questionnaire was drawn up containing three types of data: general facts, data on the family, data on employment and financial state. On the basis of the gathered data the following conclusions were drawn: enrolment should be carried with tact and caution taking into account the mental environment and attitudes of those being enrolled in a literacy course; since the majority are mothers, the time and duration of classes must be considered; work methods should be designed for a 35—40 age-group; literacy courses must be free-of-charge because of the poor financial conditions of most illiterates; special effort must be given to motivating those attending to learn; enterprises employing those taking the course should be encouraged to provide financial motivation awards; the campaign and the success of those attending should be continually followed in the local press with examples of outstanding work given.

256. "Zlatno slovo" za opismenjavanje (The "Golden Letter" of Literacy Training), *Prosvetni pregled*, Beograd, 1972, No. 28, p. 12.

In Tršić, this year's "Golden Letter" awards were handed out by the Republican Action Committee for Literacy Training to the most deserving individuals and institutions working with the education and literacy training of adults.

These awards are handed out every year on the 8th September — International Day of the Campaign against Illiteracy. These valuable awards are given to five individuals and five work organizations. Individuals receive a diploma and 3000 dinars, while work organizations receive a 10,000 dinar prize.

VI (6) EDUCATION OF HANDICAPPED

257. MAŠOVIĆ, Dr. Sulejman: Pred novim propisima za razvojno ometanu djecu (Awaiting New Regulations on the Development of Retarded Children), *Školske novine*, Zagreb, 1972, No. 22, p. 14.

The article is about the measures which are being taken in Croatia to make existing legal regulations relating to the rehabilitation of physically or mentally retarded children (various regulations on schools for handicapped, social protection, child care, etc.) compatible with the recent constitutional amendments. It is felt that 1972 should bring a turn-around in the system of rehabilitation of all types of handicapped children through the enactment of refined legislation in this area. The most current and most important act in this area is the Regulations on the Classification, Selection and Placement of Retarded Children. Several preliminary versions of these Regulations have been prepared. According to the author, there are three most-critical questions which must be solved by the future Regulations: 1) Experts recommend that the new legislation obligate regular schools to accept children who are on the borderline of retardation (whose IQ is 70—80), and who are now placed in schools for handicapped; 2) The education of moderately retarded children (earlier called light imbeciles) should follow special training programs; 3) Invalid insurance should be made available to children with minor psycophysical deficiencies who, with a certain amount of help, could be placed in regular schools.

258. VEKIĆ, Petar: Odjeljenje za mentalno retardiranu djecu (Classes for Mentally Retarded Children), *Školske novine*, Zagreb, 1972, No. 33, p. 5.

The efforts of the Center for Social Work, the Association of Elementary Schools and the Society for Aid to the Mentally Retarded in Slavonska Požega have led to the opening of special classes in the first and second grades in the regular elementary school. These classes are attended by 22 students who follow a separate curriculum for schools for handicapped. Teaching is done by defectologists who are trained to work with children retarded in this way. Classes

are now held in two attractive adapted rooms which are furnished with equipment, teaching materials and aids supplied by the Republican Board for Aid to the Mentally Retarded of Croatia and the Society of Defectologists of Croatia. It is anticipated that these classes will eventually be expanded into an elementary school for handicapped which would receive mentally retarded children of elementary school age from all district schools.

VI (7) VOCATIONAL GUIDANCE

259. I. R.: Već sada o izboru zvanja (Now is the Time for Choise of Career), *Školske novine*, Zagreb, 1972, No. 32, p. 5.

The Vocational Guidance Service of the Office of Employment in Pula has discovered that the end of the year is too late to inform elementary school students of the selection of secondary schools available to them. Students and their parents need considerable time to make the choice of secondary school. The student should be able to select for himself the school in which he will be able to achieve according to expectations. Lack of knowledge and lack of thought about their abilities have frequently led students to make poorly-thought-out and hasty decisions which must be changed several times at later stages. To avoid this, the Vocational Guidance Service has begun to work with students at the beginning of the school year. To this purpose it has prepared the manual "Secondary Schools in Istria" which is distributed among all schools of Istria. Students are informed of the programs and organization of the various schools, of the occupations for which the schools provide training, and opportunities for employment or for continuing education at a higher level. After it has given out this information the Vocational Guidance Service conducts a survey and tests students so that they will have a proper basis for making the right choise of future career.

260. *Orijentir A do Ž* (Guidance from A to Ž), EKO, Zagreb, 1972.

This recent Zagreb publication is the result of systematic cooperation between a group of educationists and other experts and a large number of professional institutions and schools. It was published to assist students, parents and teachers in arriving at a proper choice regarding the students' future vocations. The publication outlines the entire system of education in Croatia. Specializations and majors offered by each secondary school or school of higher education are listed, curricula are described, dominant subject orientations of the schools are mentioned, and there is also information as to which jobs and careers students may pre-

pare for at each school. The intention of the new system of education in Croatia to enable students at certain types of secondary schools to change to other schools if they change their minds about their future careers is likewise pointed out. The counselling available in making the choice of school and vocation is described in detail and addresses of all vocational guidance centers are given. Listed in the publication are military schools, schools for militia, schools for handicapped, correspondence schools and courses — in short, all alternatives available in Croatia today for the schooling of children, youth and adults.

261. Profesionalna orijentacija — podrška sistemu kreditiranja (Vocational Guidance — Support of the Student Loan System), *Bilten republičkog fonda za kreditiranje studenata i učenika*, Zagreb, 1972, No. 2, p. 6.

The Vocational Guidance Service of the Employment Association of Pula tested fifth and eighth-grade elementary school students last year to determine more about their general aptitudes. Test results were used to help students arrive at a decision regarding further schooling. In addition, the test program was designed to provide enterprises and student-loan organizations with information so that they might, in cooperation with the schools, have a better basis for granting loans to needy students. At class council meetings, students who would be in need of loans in order to continue schooling were pointed out, and the Vocational Guidance Service recommended these students for loans. On this basis, 300 students of elementary schools in Istria received loans to continue their education at the secondary level. The Service also recommended that 67 final-year secondary school students receive loans. To further develop the student loan system, it is deemed essential that student loan associations be created either at the commune level or for all of Istria, serving as a specific personnel institution for the entire region.

VII. CURRICULA AND SYLLABI

262. DOMINKO, Tea: Narod zasluži boljšo šolo (The People Deserve Better Schools), *Prosvetni delavec*, Ljubljana, 1972, No. 14, p. 1.

The Advisory Council of the Educational Institute of Slovenia approved the new curriculum and syllabus for elementary schools at its meeting of July 13. The new curriculum is the first phase in the raising of educational levels to comply with contemporary standards. It was prepared by the Educational Institute of Slovenia with the cooperation of various scientific and professional institutions. The

new curriculum was then discussed by the Executive Board of the Association of Education and by the Assembly. It was decided that at any rate teachers would be trained in the use of modern educational methods through the holding of corresponding seminars. The advantages of the new curriculum are that it is suitable for the five-day school week and it provides a link between work done inside and outside the school. A shortcoming is nevertheless apparent: subjects are poorly related to each other. This problem must immediately be corrected. The development of the future school is not limited to the formulation of a new curriculum. The schools will continue to develop by gradually eliminating problem areas, so that students may be able to complete schooling with all the more success.

263. KONDARKO, Blagoj: Novi nastavni plan i program za osnovne škole (The New Curriculum and Syllabus for the Elementary Schools), *Instruktor*, Beograd, 1972, No. 43, p. 6.

The Educational Advisory Councul of Macedonia, at its session of June 29, approved the new curriculum and syllabus for the elementary schools which was prepared by the Republican Institute for the Advancement of Education. One of the aims in composing the new curriculum was to reduce the number of class hours and eliminate excessive repetition of material among different classes and grades. The solution of these problems will make work in the five--day school week considerably easier for the 70 percent of elementary schools and 50 percent of secondary schools in Macedonia which have made the shift. The new curriculum for the elementary schools consists of five parts: 1) The curriculum for teaching of subjects; 2) the curriculum for teaching of courses; 3) supplementary teaching; 4) extracurricular activities of students; 5) socially-beneficial work. At its session, the Educational Advisory Council determined how the transition to the new curriculum should be made, with the transition being made dependent on the availability of the new textbooks. It is anticipated that the transition to the new curriculum will not be entirely finalized until the 1977—1978 school year.

264. *Nastavni plan i program za osnovnu školu* (The Curriculum and Syllabus for Elementary School), Sarajevo, Zavod za izdavanje udžbenika, 1972, 366 p.

On July 25, 1972, the Republican Secretariat for Education and Culture of Bosnia-Hercegovina adopted the new curriculum and syllabus for elementary school. The new curriculum will be applied in all schools and classes beginning with the 1972—1973 school year, and teaching will be conducted in accordance with the instructions issued. Es-

sential changes contained in the new curriculum and syllabus are the following: 1) The weekly class-load of students has been considerably reduced and the curriculum allows for adjustments in accordance with the day-to-day teaching needs and work possibilities of the students; 2) the curriculum and the organization of education of the students have been restructured. In the new curriculum the content structure is the following: compulsory teaching matter for all students; compulsory courses and selective subjects; supplementary and remedial teaching; general cultural and public activities of the schools — with leisure activities of students. Compulsory courses are in home-living in the sixth and seventh grades, first-aid in the eighth grade and traffic education in the fifth grade. The greatest change was in the syllabus for mathematics.

265. REŠETAE, Zvonko: Odraziti potrebe društva (To Reflect the Needs of Society), *Školske novine*, Zagreb, 1972, No. 24, p. 8.

At the initiative of the presidency of the Association of Gymnasiums of Croatia a group of experts was formed which cooperated with the Institute for the Advancement of Vocational Education in preparing a proposed curriculum for the gymnasiums. The proposed curriculum was discussed in all schools, and it appears that it has been well received by the teaching staffs. It is proposed that the number of class hours per week be reduced from 36 to 32 and that the curriculum contain both compulsory and elective subjects. The compulsory part would include the learning of a foreign language along with material necessary for work and further schooling. The elective part would allow choice among language, social science or natural science-mathematics groups of subjects. Students who elect to study mathematics, for example, would have 4 or 6 hours of mathematics each week while those selecting the other groups would have only 3 hours of mathematics each week. In the elective part the school could offer subjects not listed in the curriculum if it has the means or if it is so required by the students. Thus a school could offer plane geometry, journalism, tourism, a second foreign language, driver's training, typing, shorthand, radio broadcasting, etc.

266. ROBLEK, Branko: Končan je prvi tečaj o računalništvu za srednješolske profesorje (First Course on Computer Programming for Secondary School Teachers Conducted), *Vzgoja in izobraževanje*, Ljubljana, 1972, No. 5, pp. 67—71.

The Educational Institute of Slovenia has worked out the basic draft of a project to progressively introduce the teaching of data processing in the secondary schools. A

special commission of the Institute, with the assistance of a large number of outside consultants on electronic computers, prepared the specifics for introducing this subject in the schools. Thus, this teaching will be experimentally introduced in seven secondary schools (five gymnasiums: I—II in Ljubljana, those in Maribor, Berice and Škofja Loka; two technical schools: the electrical engineering school in Ljubljana and the technical school for mechanical and electric engineering in Maribor). The first course for secondary school teachers was held during the 1971—1972 school year, and a curriculum has been prepared which calls for 54 hours of classes in this subject as well as practical exercises in computer use. Of the three courses planned for teachers (each for 25 participants), the first was completed on April 26, 1972, having begun October 13, 1971. Along with the course, experimental teaching was introduced in 12 classes of the selected schools.

VIII. AUDIO-VISUAL AIDS

267. DRAŽIĆ, Vera: Nova serija engleskog jezika (A New English Language Series), *Prosvetni pregled*, Beograd, 1972, No. 29, p. 7.

The programmers of Belgrade Educational Television have begun emitting a TV course produced by Munich Television titled "Off We Go". This series is designated for fifth-grade elementary school students who are just beginning to learn the English language. The series integrates the work of teachers, educational television and radio, and programmed teaching. Materials for the teaching program include 36 TV and 36 radio programs, textbooks, programmed workbooks, and manuals for teachers containing detailed instructions on methods. The TV programs are 30 minutes long. Four regular actors are placed in situations of everyday life. Radio programs are 15 minutes long and are designed for the practice of words and idioms used in the TV series. Teachers are to use the printed materials for work on repetition, systematization and active communication. With this series, Educational Television Belgrade is continuing its traditional activity of teaching the English language via the television medium. This time, however, the program is designed for close cooperation and is the first attempt to integrate educational television and school teaching in a single teaching process. The TV programmers are cooperating with NOLIT Publishing House to have the materials printed, and the responsibility of obtaining and using the textbooks and workbooks has been left to the teachers.

268. R. P.: Do 1975. u svakoj školi kinoprojektor (A Movie Projector in Every School by 1975), *Prosvetni pregled*, Beograd, 1972, No. 27, p. 4.

More and more use is being made of films in teaching, and the Association of Education is constantly increasing the amount of funds budgeted for this purpose. The Republican Association of Education has also allocated funds to less-developed communes for the purchase of movie projectors and for the training of teachers in the use of modern audio-visual aids. At the beginning of September in Belgrade two meetings were held which were devoted to the use of audio-visual aids — primarily instructional films — in the schools of Serbia. At the meetings, mention was made of the problems involved in expanding the film library network and in enlarging the film libraries in the audio-visual centers. Mention was also made of the need to train specialized staff to administrate the work of these centers. It was particularly stressed that course content should be introduced at the teachers' academies so that future teachers might be trained in the use of these materials.

269. TODOROVIĆ, Vojislav: Naučna tehnologija u nastavi kroz sistem inovacija (Scientific Technology in Teaching through a System of Innovation), *Prosvjetni rad*, Titograd, 1972, No. 4, p. 8.

The article is about the efforts of the Intercommunal Association of Education of Kragujevac to make best use of its relatively limited budget (a total of 50 thousand dinars in the 1971—1972 school year) for planning and introducing teaching innovations into the schools in its area. Of the 38 elementary schools in the Kragujevac commune, 17 have introduced at least some of the various aspects of innovation. The most progressive changes have been made by "Radoje Domanović" Elementary School in Kragujevac because it has the modern equipment and trained teaching staff necessary to make even the most complicated changes. The more important changes introduced by this school this year are the following: 1) All-day teaching has been organized in one first-grade class. Students in this class are at school from 6 a.m. to 4 p.m. with the school providing lunch. These students study a foreign language 2 class-hours each week; 2) programmed teaching is being experimented with in the teaching of the mother language, mathematics and nature studies; 3) the use of films in teaching is being rapidly expanded; 4) advanced work with gifted students and remedial work with slower students is being organized; 5) tests, graphoscopes and system respon-

ders, etc. are being used to improve learning and retention. Teaching is now being modernized and all results are being recorded so that at the end of the semester a report can be submitted to the teachers' council.

IX. MOTIVATION

270. ANDRAKA, A.: Nadareni učenici — neriješeni školski i društveni problem (Gifted Students — An Unsolved Educational and Social Problem), *Školske novine*, Zagreb, 1972, No. 31, p. 12.

It is commonly known that the basis of economic progress is highly-trained, talented personnel. For this reason the educational institutions must begin to conscientiously and systematically work on identifying gifted students and enabling them to receive schooling in accordance with their aptitudes. The Institute for the Advancement of Elementary Education and the Office of Employment, both of Rijeka, have collaborated to provide the first results in this area. The elementary schools in the Rijeka commune provided the names of all seventh and eighth grade students who had received excellent marks from the first grade on. These students, numbering 371, were given psychological tests and 169 of them were then placed in the group of gifted students. This is about 3 percent of the total number of seventh and eighth grade students in the Rijeka commune. Investigations showed that the gifted students were spending an average of about two hours daily in studies, while the average overall was 2.5—5 hours. Experience has shown that superior children can begin school even before they are seven years old. This is the most natural way of accelerating their education. Research has also shown that the educational attainment of parents is very important: 70.7 percent of the gifted students had at least one parent who had completed secondary school. Another significant factor is the income level of the parents and the size of family. After testing was completed, discussions were held with each of the gifted students and their parents to come to an agreement about further schooling. This confirmed that social concern and assistance are necessary in the schooling of gifted students. In practice there is a great need for accelerated work for gifted students. Very suitable for their advancement is the system of contests (from commune to national in scope). Another area that should be considered is allowing the promotion from grade school to secondary school and from secondary school to university without regard to minimum age limit if the student is able to meet the given requirements.

271. DURBEŠIĆ, Ria: Natječaj "Rudo* 1941" — jedan oblik saradnje muzeja i škole (The "Rudo 1941" Contest — One Form of Cooperation between Museum and School), *Nastava istorije*, Beograd, 1972, No. 2, pp. 18—20.

The Museum of the Revolution of the Croatian People has established close ties with the schools. In 1969, in cooperation with the Institute for the Advancement of Elementary Education of Zagreb and the Federation of Associations of Combatants in the People's Liberation War of Croatia, the Museum organized a contest "Rudo 1941" for the best essay on the topics: "They Were Our Contemporaries and Heroes", "They Fought for Us" or "Written following a Visit to the Museum of the Revolution". All eighth-grade students and members of elementary school history clubs in Zagreb were eligible to compete in the contest. The contest judges were: a representative of the organizer, 2 writers and a professor of journalism. The response was considerable. Fifteen essays received awards: 2 awards were in cash and 7 were books. The remaining six awards were membership cards to the Museum Society giving admission to all museums in Yugoslavia and to national and municipal museum abroad. Awards were handed out during a celebration organized on Army Day at the Yugoslav Army Center. The presentations were accompanied by a very entertaining program.

272. Talenti traže podršku (Talents Seek Support), *Školske novine*, Zagreb, 1972, No. 24, p. 4.

The article contains a detailed review of this year's republican contests for Croatian elementary school students. The contests are organized each year as part of the "Science for Youth" program. About 170,000 elementary school students from almost all communes of Croatia praticipated in the contests this year. The ceremonies following the final republican contests were held on May 28 in the auditorium of the Teachers' Academy in Zagreb, and on that occasion contest scores and the names of winners were announced. Reaching the final republican contest were 148 young mathematicians, 125 physicists, 86 contestants in the contest for young biologists, 74 in the field of chemistry, and 100 out of a total of 700 in the field of astronomy. Winners of contests in all subjects will participate in the national contests which will be held in various cities of Yugoslavia.

* Rudo is a hamlet in Bosnia where on 22 December, 1941, the First Proletarian Brigade was formed. This Brigade was the first regular unit of the new Yugoslav army.

XII. PHYSICAL EDUCATION

273. SELESKOVIĆ, Salih: Organizacija fizičkog vaspitanja u vježbaonici pedagoške akademije u Tuzli (The Organization of Physical Education in the Practice School of the Teachers' Academy in Tuzla), *Iskustva*, Sarajevo, 1972, No. 7—8, pp. 75—81.

To help prepare students for teaching positions, the Teachers' Academy of Tuzla has its own Practice School ("2 Oktobar" Elementary School) which began work in the 1970—1971 school-year. Because of the function of the Practice School and the excellent facilities for work, especially in the area of physical education, it was important that the teaching of this subject be organized with the use of modern methods. Physical education in elementary school is viewed as a singular educational process, and the subject is taught in all eight grades at the Practice School. The classes are led from the first grade on by skilled subject teachers who are also mentors of the Department of Physical Education. Teaching organized in this way has an important impact, above all on the health and physical development of the children, and it simultaneously enables students to more readily study the organization of the teaching process and the methods used in grades 1 through 8. While classes are coeducational in the lower grades, beginning in the fifth grade there are separate classes for boys and girls. Wherever possible, teaching is linked with the teaching of other subjects such as art, music, and polytechnical studies.

274. Uspešan razvoj fakulteta za fizičko obrazovanje (The Successful Development of the School of Physical Education), *Bilten Univerziteta u Beogradu*, Beograd, 1972, No. 23, pp. 17—18.

The School of Physical Education of Belgrade University recently held its annual meeting. At the meeting, special mention was made of the School's achievements over the past several years. Among the highlights were the foolowing: the continued development of selfmanagement, with special care taken to insure that all structures participate in the School's administration; refinement of the curriculum so that it complies with the working conditions in which the students will find themselves upon graduation; successful organization of the School's Research Institute. Attention was also given to establishing closer cooperation with outside organizations in order to increase the effectiveness of teaching and at the same time improve the functioning of the mentioned organizations. A University Center of Physical Education was set up by the School for the purpose of providing physical education training to the

students of all schools of Belgrade University. This program is to expand gradually in accordance with the possibilities for conducting classes.

XIII. PROBLEMS IN EDUCATION

275. BEŽEN, Ante: Prijedlog o sadržaju marksističkog obrazovanja u srednjim školama (Proposal on the Subject-Matter of Marxist Education in the Secondary Schools), *Školske novine*, Zagreb, 1972. No. 34, p. 4.

On October 2, in Zagreb, the second meeting of the Planning Board for the Educational Workers' Center in Crikvenica was held. The Educational Workers' Center is to be a republican center for the education of teachers and other members of the Trade Union of Public Sector Activities of Croatia. Two items were considered at the meeting: 1) The project "Theory and Practice of Self-Management Socialism" (or Marxist education) for organizing teaching in this area in the secondary schools of Croatia; 2) The founding of a body to work out the professional and educational plan for introducing this material in teaching practice. It was agreed that a single republican body should be formed to work out the plan. The work should be carried out in the Center in Crikvenica, and the body should be composed of experts in law, political economics, philosophy, sociology and methods for teaching in elementary and secondary schools and schools of higher education.

276. Đ. Đ.: Poticaj za jedinstvenu aktivnost (Push for United Activity), *Školske novine*, Zagreb, 1972, No. 24, p. 3.

At the end of May in the Šibenik vicinity the Republican Conference of the Croatian Youth Alliance and the Center for Social Activity of Youth organized a symposium on the theme: "Self-Management Schools and Ideology in Teaching". The symposium was attended by school principals, educationists, youth organization leaders and secretaries of the League of Communists. The symposium made a significant contribution to more quickly solving those problems which school and society are being confronted with in an era when the self-management school is being developed. The following lectures were given during the three-day symposium; "Social Goals of Education and Current Political Tasks of the League of Communists"; "Ideological Processes in Education and the Role of Social and Political Organizations"; "Socio-Economic Relations in Elementary and Specialized Education"; "Ideological and Educational Aspects in the Development of the Self-Management School"; "Application of the Constitutional Amendments

and Organization of the Schools on the Principles of Self--Management"; "Self-Management of Students and Activities of the Youth Alliance in the Schools".

277. KOCIJAN, Antun: O organizaciji produženog i cjelodnevnog boravka učenika (On the Organization of Extended and All-Day Care of Students), *Pogledi i iskustva u reformi školstva,* Zagreb, 1972, No. 1, pp. 22—27.

Extended or all-day care of students in the schools is considered to be one of the ways to more completely fulfill educational tasks and goals for all categories of students attending elementary school. For this reason a number of teaching staffs in Croatia have introduced extended or all--day care of students in their schools. This article describes how all-day care programs should be structured, developed and improved. The first part of the article discusses work methology, while the second part lists all that is needed to successfully prepare and run an all-day care program in elementary school. All program tasks are discussed in detail. It is emphasized that the introduction of all-day care cannot be left to the whim or spontaneous initiative of teaching staffs, but must become a component part of the policy for the further development of elementary education by all who are interested in the education of children of elementary school age.

278. SARIČ, Zajko: Razredni starešina — bitan faktor kontinuiteta vaspitanja i obrazovanja učenika (The Home-Room Teacher — An Essential Factor for Continuity in the Education of Students), *Iskustva,* Sarajevo, 1972, No. 5—6, pp. 90—94.

Pointing out that education in the modern school depends upon two most-important factors — the school and the family — the author proceeds to discuss the role of the home-room teacher in the educational process. The work of the home-room teacher should be carefully planned and programmed. He should plan and guide class council meetings. He should cooperate with students and parents to solve all problems that arise. To handle more-complicated problems he should arrange conferences with parents. These conferences should generally be followed by meetings of the class council so that the necessary measures can be taken. Since the home-room teacher is aware of the work load of students in all subjects during the year, he should encourage the students — especially the more capable ones — to participate in extracurricular activities insofar as they are able. He should also sit in on classes of other teachers in his department. He alone conducts his class. In addition to calling class council meetings, he should hold regular sessions with students to analyze how well

work is proceeding according to plan. It is his duty to see that all classes are held regularly and to make sure that students are graded fairly. He should cooperate with the class councils of other departments in reaching agreement on goals and plans. The author concludes that these obligations and duties obviously cannot be carried out without a general coordination of work in the school.

XIV. HOSTELS

279. P. M.: I ove godine na more (At the Seaside Again This Year), *Školske novine*, Zagreb, 1972, No. 22, p. 7.

An ever-larger number of Karlovac students are able to spend their summer vacations at the seaside, because the town of Karlovac has its own children's summer camp by the sea at Selce near Crikvenica. The summer camp has 260 bunks, so that during the year more that 1500 elementary school students can vacation at the sea. The children come to the seaside camp in groups, with each group spending 21 days there. The groups are accompanied by teachers, who receive a nominal salary for their work at the camp. The camp was founded in 1957, and since that time 14,109 children from the Karlovac commune, 970 children from neighboring communes and 625 children from other countries have vacationed there. Attendance by children from abroad is organized on the basis of exchanges. This year Karlovac founded another summer camp at Turnje near Zadar.

280. VILOTIJEVIĆ, Mladen: Prvi vaspitači za domove učenika u Srbiji (First Teachers for the Student Hostels in Serbia), *Beogradsko školstvo*, Beograd, 1972, No. 44, p. 3.

The Law on Student Hostels in Serbia has made mandatory the training of teachers who do not have all qualifications set down in regulations covering the educational attainment of teachers in these hostels. The Association of Student Hostels of Serbia undertook the training of these teachers two years ago. The goal of the program at the beginning was to raise educational standards and organization in the hostels. To carry out the training process an agreement was made with the Teachers' Academy of Ljubljana which is the only institution in Yugoslavia that offers a training program for teachers in student hostels. The administration of the Ljubljana Teachers' Academy thereby gave the necessary assistance to open the mentioned department in Belgrade. The article also contains data on the enrollment of first-year students, the studies program, the conditions for further training, and the training of teachers who do not have the required educational beckground.

XV. MANAGEMENT AND FINANCING

281. ĐUKIĆ, Radovan: Dileme oko blokiranih sredstava (Dilemma about Blocked Funds), *Prosvjetni rad*, Titograd, 1972, No. 6, p. 1.

The practical application of the Federal Assembly's Resolution on the Advancement of the System of Education on a Self-Management Basis led to more funds being gathered in Montenegro for education than planned. The development plan for 1971 had budgeted 220 million dinars for education in Montenegro. However, the associations of education in Montenegro received 246 million dinars from the economy through the tax rate set. The federal regulations required that if the funds gathered surpassed the budgeted amount the surplus had to be placed in a special account. However, the federal regulations are no longer in effect and corresponding republican laws have not yet been passed. The accounting department of Montenegro has blocked usage of the surplus funds because, by the previous regulations, these funds were to go in a separate account. This order has been energetically opposed by the educational bodies of the Republic: the Educational-Cultural Council of the Assembly of Montenegro, the Secretariat for Education and Culture and all associations of education. They have requested that the funds be released for use in improving the very poor conditions for education in Montenegro (today there is 0.90 m^2 of school space per student instead of 1.70 m^2; the schools do not have modern teaching materials, etc.). The Economic Council of the Assembly of Montenegro does not allow these surplus educational funds be spent for educational purposes. It comments that the funds were taken from the economy by the expired regulations and that the funds should therefore be returned to the economy.

282. Informacija o udruživanju sredstava za kreditiranje studenata (Information on Consolidating Funds for Student Loans), *Bilten Univerziteta u Beogradu*, Beograd, 1972, No. 23, pp. 1—11.

Good results have been obtained from granting loans to students. Since its founding, the Student Loam Fund has provided the principal financial support from beginning to end of schooling for about 50,000 students. Loans have been especially important in correcting inequalities among students, and in insuring that all poor students who maintain the necessary standards may continue their studies. The Republic of Serbia has allocated a considerable amount of funds for student loans. Since the founding of the Student Loan Fund to the end of 1971, Serbia allocated a total of 138,341,500.00 dinars for this purpose, while in 1972 it

plans to distribute 45,000,000.00 dinars in loans. The article lists the changes that have taken place in the system of granting loans to students, defining these changes as follows: 1) An increasing emphasis on motivating students through loans by a) establishing a write-off system which is based on grade-point average and duration of studies; b) tying in work results with eligibility for and amount of loans. The article also presents data on the participation of public bodies and communes, which, in 1972, gave out 13,140,000 dinars in loans. Since adequate attention, better organization and public approval are needed if the system of granting student loans is to be expanded, the author feels that efforts must be made to establish and affirm the public interest in student loans.

283. JOVOVIĆ, Vasilije: Stručno i samoupravno udruživanje prosvetno-pedagoške službe u SR BiH (A Professional and Self-Managed Association of Supervisory Bodies in Bosnia-Hercegovina), *Iskustva*, Sarajevo, 1972, No. 7—8, pp. 138—144.

Educational supervision in Bosnia-Hercegovina is governed by the Law on Educational Supervision of 1968. The Republican Educational Institute and seven regional institute are delegated with the task of supervision. One of the most important areas of activity of the regional institutes is the advancement of educational work and the overall organization of educational institutions. The institutes, through studies and research, have analyzed general qestions regarding the schools, and the educational consultants have investigated achievements in teaching practices. A very significant duty of these supervisory instituts involves work on the in-service training of teachers. The regional institutes, in cooperation with the Republican Institute, contribute to the education of teachers by organizing various forms of in-service training (professional work-groups, seminars, symposiums, teaching centers, professional excursions, etc.). The Association of Institutes, which is now poorly organized, could contribute to the better functioning of these bodies. Among other things, the Association of Institutes should promote cooperation among the institutes in all areas of activity.

284. MIDŽIĆ, Fahro: Neka zapažanja o učeničkoj samoupravi kao faktoru demokratizacije odnosa u školama (Some Observations on Student Self-Management as a Factor of Democratic Relations in the Schools), *Iskustva*, Sarajevo, 1972, No. 5—6, pp. 32—38.

The student associations, according to the author, are a significant component of the modern school; they are the path leading to the free and democratic development of the

student; they are the cornerstone of cooperation between students and teachers, and the foundation of a self-management society. After listing all self-management rights of students guaranteed in Art. 105 of the Law on Secondary Education, the author briefly reviews the development of student self-management in Yugoslavia, and then gives a case-study. The school mentioned is a gymnasium in Bosnia (Kiseljak) which has a student body of 160 divided into a total of 6 classes for the four years. This gymnasium has formed school and class student associations. The associations follow an annual work-plan drawn up at the beginning of the school-year. The class associations are primarily concerned with student learning, the standing of each member, assisting those who fall behind, extracurricular activities, discipline, excursions, celebrations, work-drives, etc. The school association is concerned with organizing school celebrations, maintenance of the school grounds, contests of knowledge and good citizenship, participating in the work of the administrative bodies of the school, etc. The author concludes that active student participation is the road to successful self-management. He also points out that a significant factor in the process is the teacher, who must extend adequate assistance to insure that student self-management is developed to the maximum.

285. NEDELJKOVIĆ, Čedo: Veza između obrazovanja i rada: Finansiranje (The Link between Education and Work: Finance), *Politika*, 19 avgust 1972, No. 21147, p. 13.

In September, the Assembly of Serbia should finalize the Draft Law on Educational Associations and the Financing of Education which will then be presented for public discussion. According to the Draft Law, the associations, the public and the school employees will, in the future, jointly determine needs in the field of education. On the basis of the needs determined and the funds available, they will then set and carry out educational development policy. Elementary education and the so-called "pozivno" or job-oriented education, as proposed by the Draft Law, will be financed in separate ways instead of uniformly as is now done. Associations of elementary education (mainly on a territorial basis) and associations of job-oriented education will be formed. The former will finance elementary education using funds generated from income taxes. Members of the latter will be work organizations with personnel needs and schools or universities which are to train the needed personnel. The schools would educate the determined number of personnel within a given period of time at an economic cost. The budgeted cost would enable the schools to hire the professors with the needed expertise,

to purchase the necessary equipment, and to finance the other areas necessary for them to solidly carry out function. As proposed, 22 associations of job-oriented education are to be formed. The financing of education at gymnasiums, arts academies and other general-education secondary schools (which provide essential job-oriented education) would be the responsibility of the General Association of Job-Oriented Education, the competent body for all of Serbia.

286. SEKULOVIĆ, Vojislav: Opremljenost beogradskih škola (How Well Belgrade Schools are Furnished), *Beogradsko školstvo*, Beograd, 1972, No. 42, p. 5.

There are 229 schools in the Belgrade school district. The majority of these meet standards for school space, equipment and teaching materials. Regulations set standards for school space, equipment and teaching materials for the existing technology of education. About 83 percent of the regulations on standards concern school space. About 73 percent of the funds allocated to uphold standards are spent to meet standards for school space. Total existing school space is about 90 percent of the established standard for work in double session or 79 percent of that required for work in single session. Regulations on teaching materials are second largest in volume with 11 percent of the total. The schools have only 37 percent of the established standard for teaching materials. Only 6 percent of total funds are spent for school equipment. The schools now have 91 percent of the equipment required by the established standards. By analyzing the existing state it can be concluded that if school space, equipment and materials were to be more rationally used there could be a considerable reduction of shortcomings.

287. V. K.: Prihvaćen finansijski plan (The Budget Approved), *Školske novine*, Zagreb, 1972, No. 22, p. 6.

At the recent meeting of the Association for Financing Elementary Education of Čakovec commune (in Croatia), the budget for the coming year was approved. This year the Association has been allotted 37,600,000 dinars which, in comparison with the previous year, is a 21.9 percent increase. The largest portion of these funds will be used to finance elementary school activities. It is anticipated that a 23.5 percent raise in teachers' salaries can be covered by these funds. Despite the substantial salary raise for teachers in the Čakovec commune, elementary school teachers in the Međumurje region will this year again have lower incomes than the average for Croatia. This will undoubtedly have a negative impact on the quality of education.

XVI. LEGISLATION

288. LALIĆ, Uroš: Dužnosti i prava učenika i roditelja (Duties and Rights of Students and Parents), *Porodica i dijete*, Sarajevo, 1972, No. 5, pp. 12—13.

During the month of May, students are enrolled in elementary schools and schools for handicapped for the coming school year. Regular classes begin on September 6. By starting school a child receives the status of student, and thus takes on the duties and rights prescribed in the Law and Regulations on Life and Work in the School. The basic duties of the student are to attend classes regularly, to learn properly and to adhere to the school's codes for behavior and work. The student is required to attend classes in accordance with the schedule set up by the school. If a student misses class for a legitimate reason he is obligated to bring an excuse for his absence upon his return. Students who irregularly attend classes, who have a negative attitude towards work and learning, who destroy public property, who have incorrect relationships towards teachers and classmates, and whose behavior both in school and out does not correspond to the way in which students should behave are subject to disciplinary measures. For noncompliance with school obligations and for incorrect behavior students are subject to the following disciplinary measures: warnings from the home-room teacher; reprimands from the home-rome teacher; reprimands from the class council; reprimands from the school principal; reprimands from the teachers' council; change to another class in the same school; change to another school. The taking of disciplinary measures affects the marks for citizenship. Along with the listed duties and obligations, the Law gives students the right to actively participate in the work of the school. Students have the right to be informed of all data relating to their work in carrying out the school obligations (through marks for subject-learning and citizenship, etc.). In grades 5 through 8 the students are organized into student associations by class and for the whole school. At the meetings of the student class-associations the students have the right to participate in discussions and make proposals for improving the work in the classes. Through the associations, students are acquainted with the organs of the school, and through their opinions and resolutions they have the right to support proposals which relate to the school statute in the areas of social life and extracurricular activity. The Law gives students the right to have a representative sit in on meetings of the school's administrative bodies when questions involving student interests are being discussed. Students also have the right to voluntarily join

the Pioneers, youth organizations or other student organizations. Students likewise have membership rights in the school's science, cultural and sports clubs and in the corresponding sports and other organizations outside the school. If a student has poor marks he has the right to attend remedial classes organized by the school, while gifted students may attend accelerated classes given by the school. The complete compliance by the students with their duties and rights depends upon how fully they are informed of these duties and rights. The author therefore feels that the schools should make considerable effort to familiarize students with their rights and duties prescribed by the Law on Elementary Education and the related regulations.

289. Samoupravni dogovor vaspitno-obrazovnih ustanova na području titogradske zajednice obrazovanja (The Self-Management Agreement of the Educational Institutions in the Titograd School District), *Prosvjetni rad*, Titograd, 1972, No. 6, p. 12.

Presented is the complete text of this Agreement passed by the educational institutions in the Titograd school district. The Agreement standardizes the handling of various questions regarding working relations such as: announcement of job openings; hiring of new workers; transfer of workers between institutions which have signed the Agreement. The Agreement contains the five following sections: I) general decrees (a total of three articles); II) rights and obligations of the institutions (art. 4 lists rights and art. 5 lists obligations, while art. 6 and 7 regulate situations if an institution does not adhere to the terms of the Agreement); III) Application of the terms of the Agreement (Art. 8—12 regulate the establishment of common bodies, election of members to these bodies, and duties of those elected); IV) withdrawal from the Agreement (three articles); V) transitory and final decrees (8 articles).

290. STOJANOVIĆ, Olga: *Primena propisa o osnovnom i srednjem obrazovanju* (Application of the Regulations on Elementary and Secondary Education), Prosvetni pregled, Beograd, 1972, p. 256.

This book lists about 40 laws and 150 related acts which apply to elementary and secondary education in Serbia. The purpose of the book is to make it easier to follow and properly apply these regulations and to point out the rights and responsibilities of schools, teachers and students. Three aspects are given particular emphasis: the legal position of elementary and secondary schools and other organizations engaged in this area; the rights and duties of students (youth and adults); the rights and duties of teachers. Each

of these is covered in a separate chapter. The book contains about 100 actual examples (questions and answers) which are related to the subject presented.

291. Zadatak Republičkog fonda u sferi odgoja i obrazovanja do kraja definiran (The Task of the Republican Fund in the Sphere of Education Conclusively Defined), *Bilten republičkog fonda za kreditiranje studenata i učenika*, Zagreb, 1972, No. 2, p. 2.

The Executive Council of the Assembly of Croatia discussed current problems in the development of education during its two sessions in 1972. Opinions and conclusions expressed at the meetings relating to the system of granting loans and the activities of the Republican Fund for Student Loans are listed herein. The Executive Council supports the following stances regarding changes in the Law on Financing Education of Croatia: The regulations governing the Republican Fund for Student Loans should be changed so that the law covers the entire range of student standards; there must be self-management agreement on the regulation of problems involving student standards; all self-management structures which sign the social agreement on student standards of Croatia must adequately function. The Executive Council decided that this autumn it will carry out broad consultations with all interested political and social factors so that a proper solution to the question of student standards can be reached.

292. Zakon o stručnom i pedagoškom usavršavanju nastavnog i vaspitnog osoblja (The Law on In-Service Teacher Training), *Službeni list SR Crne Gore*, Titograd, 1971, No. 31, pp. 350—352.

The Assembly of Montenegro has passed the Law on In-Service Teacher Training which regulates further compulsory professional and methods training of personnel in education. Included in further professional and methods training of teachers are: in-service training of beginning teachers, the professional examination and the preparation of teachers for taking the professional examination. The professional examination can be taken by teachers who have at least two years of experience in educational work and who have successfully completed a form of in-service training. The professional examination includes: a professional work and its defense, a written plan for a practical lecture, the giving of a practical lecture with defense; an oral examination on the methods of subject teaching — or, for class teachers, testing on the subject in which they have given their lecture; orals on contemporary educational theory with developmental and educational psychology; orals on socio-political legislation, work rules and school

regulations. A commission oversees the taking of the professional examination. A teacher who fails to pass the professional examination within a period of five years from the time he is accepted for work in an educational institution can no longer conduct classes or engage in educational work. Expenses for taking the professional examination the first time are to be borne by the work organization in which the teacher is employed. Workers who pass the professional examination are obligated to continue in the corresponding form of in-service training.

XVII. EDUCATION STATISTICS

293. MARION, Sikst: Ponavljavči v osnovni šoli (Grade Repetition in Elementary School), *Vzgoja in izobraževanje,* Ljubljana, 1972, No. 5, pp. 37—39.

The number of pupils who are held back in the elementary schools of Slovenia has been considerably reduced. The highest percentage of grade repetition was in the 1950—1951 school year — 24 percent. In the years 1963—1967 the proportion held back remained fairly constant at 13 percent. In succeeding years the proportion began to decrease: 12.3 percent in 1967—1968, 9.9 percent in 1968—1969, 7.3 percent in 1969—1970 and 5.4 percent in the 1970—1971 school year. Contributing to the higher achievement in the schools was the introduction of modern techniques and methods of work. The schools have constantly increased their use of forms and methods of work which develop activeness and independence in the students. The schools in which each subject is taught in a special classroom have made exceptional progress. The use of modern teaching technology (audiovisual aids, graphoscopes) and other teaching aids such as responders has also contributed to raising achievement. For the past five years the teachers have carefully observed the achievement of the students. The concern and timely assistance of teachers in helping poorer students was an important factor in reducing the percentage of grade repetition to 5.4 percent in the 1970—1971 school year.

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